



State Course Codes

Frequently Asked Questions 2018-19 School Year

Please email CourseCodes@education.ky.gov with any questions you still have after reviewing this document.

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General Questions

Q: *How do I set up a course in Infinite Campus?*

A: Please refer to the [Course Data Standard](#) for information on how to set up a course in Infinite Campus.

Q: *What should I do if a state code I have used in the past appears to have been deprecated (discontinued)?*

A: Please refer to the [Deprecated Course Codes and What to Use Instead spreadsheet](#) which gives either an alternate code or guidance on what to use instead of codes that have been deprecated.

Q: *Why are some course codes not aligned to standards?*

A: The intent of the course code project was to align courses that are a part of the required high school graduation coursework to the Kentucky Academic Standards. Many electives are not aligned to standards. In order for schools to best meet the needs of their student interests, standards (for the most part) were not aligned to elective course-work. This allows the local school district the flexibility of offering courses that may not be directly reflective of the adopted Kentucky Academic Standards. By not aligning electives to standards, KDE is allowing districts the freedom to meet the needs of their students in an individualized manner at the district level.

Q: *Where can I find the required teacher certifications for a particular state course code?*

A: Teacher certifications for each course code are listed on the [State Course Code List: All With Certifications](#).

Q: *Must a state ensure that special education teachers are “highly qualified?”*

A: No. The ESSA amended the Individuals with Disabilities Education Act (IDEA) by removing the definition of “highly qualified” in section 602(10) and the requirement in section 612(a)(14)(C) that special education teachers be “highly qualified” by the deadline established in section 1119(a)(2) of the ESEA, as amended by NCLB.

According to the federal Department of Education, effective at the start of the 2016-2017 school year, a State **must** ensure that special education teachers in elementary , middle , or secondary school meet the following federal requirements:

- 1) have obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination and hold a license to teach in the State as a special education teacher, except that a special education teacher teaching in a public charter school must meet the requirements set forth in the State’s public charter school law;
- 2) not have had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- 3) hold at least a bachelor’s degree. (Updated May 4, 2016)

For more information please refer to the [Transitioning to the Every Student Succeeds Act \(ESSA\) - FAQ](#)

Q: *What are the Minimum High School Graduation Requirements?*

A: Please refer to the [Minimum High School Graduation Requirements webpage](#).

Q: *Can I still offer “Honors” Algebra (Biology, Chemistry, Geometry, etc.)?*

A: Yes, you will use the Algebra (Biology, Chemistry, Geometry, etc.) state course code and arrange to meet the Kentucky Academic Standards that have been aligned to that specific state course code. You may alter your local code and/or the name of the course in Infinite Campus to best suit the needs of your school.

Q: *What state course codes do I use for independent study courses?*

A: Independent study courses should utilize the state code that most closely represents the content of the independent study as described in the State Course Lists posted on the [Kentucky Uniform Academic State Course Codes webpage](#). The teaching method should be set to 19: District Provided Self Study. If a desired independent study course does not match an available state course code, districts may request to have their course added to the Kentucky Academic State Course Code list using the procedure outlined in the [New Course Requests Procedures document](#).

Q: *When is it appropriate to use state course code 909999?*

A: State course code 909999 should be used in situations where a current state course code does not exist and there are no existing Kentucky Academic Standards aligned to the course. Therefore, it cannot be used for required courses. Local Boards of Education should approve the use of a district's use of a 909999 state course code before a district begins utilizing it within Infinite Campus. Please see the [Guiding Principles For Using Course Code 909999](#) for more information. *Please note that 909999 will not be pulled to document transition readiness, indicators, or opportunity and access for the Accountability system. Courses that need to count for accountability need to be aligned to content area state course codes.

Q: *Is it possible to use a state course code for a grade level that is not listed in the state course code list?*

A: The grade ranges listed for each course are not absolute. Please choose the course that most closely represents the content in a given course.

EXAMPLE

John Q Middle School had 5th, 6th, and 7th grade students taking a Visual Art course. This course would be linked to course number **500711:Visual Art – Comprehensive**, which shows a recommended grade range of 6 – 12.

Schools/districts should also consider the teacher certifications associated with a course when weighing their options.

Q: *What do the different things listed under the credit field mean? And are these suggestions, like the grade levels, or are these non-negotiable?*

A: The credits in the *Kentucky Academic Course Codes List* are recommendations from KDE based on what is realistically required to ensure each student's educational program includes the minimum content standards as specified in the *Kentucky Academic Standards* and provides the student with the opportunity to learn the standards. Courses with 1, are recommended to receive one credit, courses with 1E are recommended to receive one elective credit, courses with 0 are recommended to receive no credit, and courses with a blank credit field do not have a recommended amount and are therefore a local decision as to whether or not to award credit, and if so, how much.

Schools have the flexibility in how to organize (e.g., discipline based, integrated, interdisciplinary, applied, or occupational/technical approaches) the standards for instruction to best meet the needs of students in the schools and districts and how to deliver instruction. Therefore, schools may award credit for a course differently than what is suggested in the *Kentucky Academic Course Codes List* if the following criteria is met:

- the content and the rigor of the course is the same as established in the *Kentucky Academic Standards*
- the students demonstrate mastery of all required content as specified in the *Kentucky Academic Standards*

The determination of credits awarded is a district level decision made by the local board of education. The School Based Decision Making (SBDM) Council sets the policy that must be followed for curriculum, schedule of the school day and week, use of instructional staff time, and assignment of students to courses, therefore they ultimately determine the final course credits that schools can award. This should be based on teacher input to determine if the teacher can truly cover the standards/content in the reduced time proposed.

Districts must meet the requirements in 704 KAR 3:305 for minimum graduation requirements regardless of a district's decision to award number of credits.

Q: So, if we want to offer a 1 credit course in half a year, can we award .5 credits for the course?

A: Time in course determines the amount of credits that can be awarded. 120 hours = 1 credit unless conducted through Performance-Based credit. Therefore, a course could be offered for half a year for half credit if this is approved by the SBDM.

Q: *Can I still use my local course codes?*

A: Districts and schools have retained the right to course naming and local coding faculties within Infinite Campus. State course codes must be used in the box labeled "state code" in Infinite Campus. The decision to use a local code that is different from the state course code within the local code box in Infinite Campus should only be done to serve the best interest of your district or school. Schools and districts should never use local codes that display publicly different levels of learning abilities.

Q: *Do I have to use the course names you have provided or is this determined at a local level?*

A: Districts and schools have retained the right to course naming and local coding faculties within Infinite Campus. The decision to change a course name from the state's suggested name should only be done to serve the best interest of your district or school. If the local name is different, it should still reflect the content being covered in the course.

Q: *What is the process for submitting new state course code requests?*

A: Although the Kentucky Academic state course code list includes a broad range of courses, there may be times when districts want to offer a course that doesn't match well with the current course options. Districts may request to have their course added to the Kentucky Academic State Course Code list using the procedure outlined in the [New Course Requests Procedures document](#).

Q: *Can my school offer online or virtual courses that meet minimum graduation requirements?*

A: Yes. A student's enrollment should be captured in Infinite Campus via the course setup. Students taking courses online should be enrolled in a course with a state course code which corresponds to the content of the online course they are taking (for example, Algebra 1 should be 270304 Algebra 1). The teaching method should be set to either 10-Digital Learning Provider or 14-Credit Recovery-Digital Learning Provider. Per the [Digital Learning Guidelines](#), courses provided by digital learning providers should cover the standards aligned to the course and any standards not covered by the digital learning provider should be supplemented by an on-site classroom teacher.

Q: *I want to offer yearbook II and III but there is only one state course code for yearbook. Can I use the same state course code for all three courses?*

A: Yes. Districts and schools can choose to use a state course code multiple times for elective courses. Your school or district may choose to change the course name and/or the local code within Infinite Campus to serve the best interest of your school or district.

Q: *Our teachers are concerned about maintaining a "Coherent Course" for PGES evaluations when the standards in the conceptual and integrated courses are such a blend of the 4 different contents. Will information be given to help teachers with this?*

A: [Median Student Growth Percentiles \(MSGP\)](#) is no longer a required source of evidence in the evaluation of mathematics and English/language arts teachers, grades 4-8 ([Senate Bill 1](#), 2017). Information about the inclusion of student growth/MSGP in a district's local personnel evaluation system is included in the local district's Certified Evaluation Plan (CEP).

During the 2017-18 school year, MSGP will continue to be calculated by the department of education and will be provided to districts for local use. However, after the 2017-18 school year, the Kentucky Department of Education will no longer provide MSGPs.

As outlined in the proposed [KAR 704 3:370](#), the district determines the evidences that will be used in the evaluations of all certified personnel under the role of superintendent.

Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Advanced International (CAI)

Q: Why are AP, IB and CAI state course codes not aligned to Kentucky Academic Standards (KAS)?

A: AP, IB and CAI courses are considered college level courses that go above and beyond the KAS and therefore are not aligned.

Q: *Can we, as a local school district, determine that an AP, IB or CAI course can be used to fulfill a minimum high school graduation requirement?*

A: In order for a district to determine if an AP course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of [703 KAR 4:060](#).

Q: *How do we ensure that the AP, IB, and CAI courses are properly weighted?*

A: You will need to adjust the course difficulty level to Advanced Placement or International Baccalaureate.

Q: *Can my school name courses “Pre-AP,” “Pre-IB,” or “Pre-CAI”?*

A: No, this practice is not endorsed by College Board, International Education or Cambridge International. [College Board](#), [International Baccalaureate](#) and [Cambridge International](#) have set course sequences or offerings, please refer to their individual websites for further information.

Alternate Diploma

Q: *Which course code does a district use if an alternate course of study student is participating in core classes in a regular class setting?*

A: If the Admissions and Release Committee (ARC) determines a student participating in the alternate assessment will receive instruction in a regular education class, the regular course code is utilized. If a student will receive instruction in a resource or separate/special class taught by a Moderate to Severe Disabilities (MSD) certified teacher, the course codes for the Alternative High School Diploma are used.

Q: *Can the courses be renamed?*

A: No. The state course code is associated with a state course name that cannot be changed. The Course Master within Infinite Campus can be used to define elements of courses from a district level so that all

schools have the same number and naming convention for the courses, as well as the same setup for grading.

Also, districts must be very careful in terms of what prints out on a transcript. A different standard applies to school transcripts of students with disabilities. Generally, transcripts are intended to inform post-secondary institutions or prospective employers of a student's academic achievement. Thus, there is an expectation that transcripts will be shared with parties other than the student and the parents. According to a previous [Office of Civil Rights \(OCR\) opinion letter, Letter to Runkel, 25 IDELR 387 \(Sept. 30, 1996\)](#), transcripts cannot indicate that a student has received special education or related services. The 2006 OCR opinion letter further explains that, because labels or other indications of special education "d[o] not constitute information about the student's academic achievements," they are not consistent with the basic purpose of a transcript of informing post-secondary institutions and prospective employers of a student's academic credentials and achievements.

Additionally, notations of special education services on transcripts also disclose the fact of a student's disability, which amounts to different treatment on the basis of a disability -- a violation of Section 504 and Title II. The 1996 and 2006 OCR opinion letters each explain that student transcripts may indicate that a student received a modified or alternate curriculum in general education, as long as the same notation (e.g. an asterisk or other symbol or code) is used for all students receiving modified or alternate curriculums, including those in advanced placement, honors, or remedial instruction. A consistent and generalized indication of modified or alternative curriculums on student transcripts does not identify or categorize students who received special education or related services and, thus, does not treat students with disabilities differently than non-disabled students.

The 1996 OCR letter provides the following examples of transcript designations that should be carefully reviewed or avoided because they may be commonly or easily construed to identify disabled students: "L.C. (learning center)," "H.B. (homebound instruction)," "resource room," "P.E. requirement waived --- medical," "PF (peer facilitator used)," or "S.O.S. (special opportunity school)." Examples of more permissible transcript designations provided in the OCR letter include "I.S. (independent study)" or "modified curriculum," as long as these terms are also used to designate other curriculums, such as the gifted or talented programs. The most important question for school districts to ask when considering the best use of modified curriculum indicators on student transcripts is whether the identifier utilized tends to focus on or categorize students with disabilities. If the answer to this question is "yes," "probably," or even "maybe," there is a likelihood that the designation would violate Section 504 and Title II. For more information see the [Grading, Report Cards, and Transcripts for Student Who have Disabilities Frequently Asked Questions document](#) on the KDE website.

Q: *Are grades assigned for courses leading to the Alternative High School Diploma?*

A: Yes. District policies must be followed for assigning grades to courses leading to the Alternative High School Diploma.

Q: *Do the courses leading to an Alternative High School Diploma need to follow the school schedule, i.e., semesters, trimesters, AB block?*

A: Not necessarily. There is flexibility for scheduling of courses within the master schedule.

Q: *Do MSD classrooms need to follow the school bell schedule?*

A: The classroom needs to follow the school bell schedule, when possible. Schedule flexibility is dependent on the student's individual education program (IEP). Flexibility for the amount of time for course instruction is allowable.

Q: *Can a teacher implement more than one course during a class period? If so, how is this documented within Infinite Campus?*

A: Yes. There is no KDE defined way to set up schedules for the courses leading to an Alternative High School Diploma. KDE anticipates that most teachers will have several different levels of a subject at the same time and functionality to make attendance taking in multiple courses easier will be available in Infinite Campus. Schedules should adhere to guidelines in the [KDE Pupil Attendance Manual](#) which can be found on the Pupil Attendance Program Documents page.

Q: *Does the transcript print out the term "FMD" in the course code?*

A: No. In the 2017-18 version of the course of study descriptions, each course now has a unique 600 course. The designation of FMD has been removed from the course codes. FMD is a specific disability category and should not be used to identify a classroom.

Q: *If a teacher implements more than one course during a class period must multiple rosters be completed in IC?*

A: Yes. Set up the courses normally, following the guidelines in the [Course Data Standard](#) for each course. Both courses will be scheduled at the same time.

Q: *If a teacher implements more than one course during a class period must multiple grade books be utilized in IC?*

A: Yes. Set up the courses normally, following the guidelines in the [Course Data Standard](#) for each course. Guidance for setting up gradebooks is available for in the [Grades Data Standard](#).

Q: *How do you remove a student participating in the alternate assessment from being included in class rank?*

A: Go to the Enrollment Tab in Infinite Campus. Check the box "Do not include in class rank". Please see the [Enrollment Data Standard](#) for more information.

Career Work Experience Certification

Q: *When can a district begin offering the four elective courses leading to the Career Work Experience Certification (CWE) (600184 Developing Career Options; 600185 Individualized Career Work Experience; 600189 Experience in Workplace Principles; 600190 Developing Leadership Skills)?*

A: These courses may be offered as soon as the course is developed, based on the description included in the course of study document. Integral components of developing the course include the development of units of study and determination and implementation of the work based learning options included within each course. The course titles and codes also need to be entered into Infinite Campus.

Q: *Will equivalent courses, in place prior to the 2017-18 Course of Study for the Alternative High School Diploma, be considered for the CWEC?*

A: The courses in place prior to 2017-18 must mirror the titles and course descriptions for the courses leading to the CWEC. There is no plan at this time for KDE to consider equivalent courses.

Q: *How much time needs to be allotted for the courses leading to completion of the Career Work Experience Certification?*

A: The College and Career Readiness (CCR) Instructional Workgroup and Career Technical Education (CTE) recommend, if possible, a year of instruction for each course because of the nature of a significant cognitive disability. However, districts will have some flexibility based on scheduling and course time requirements for high school and CTE programs (i.e. trimester, blocks, modified block, periods, etc.) The certification process requires four specific courses that include work-based learning opportunities for a minimum of three (3) years.

Q: *Are Career Technical Education courses required for the CWEC?*

A: No.

Q: *Do Career Technical Education courses meet the course requirement for the Career Work Experience Certification?*

A: No. The four specific courses leading to the CWEC are outlined in the Course of Study for the Alternative High School Diploma document.

Q: *May a student participating in the alternate assessment enroll in CTE classes to obtain additional electives?*

A: Yes. To the extent appropriate and based on the least restrictive environment (LRE), students participating in the alternate assessment may be enrolled in CTE courses. CTE courses provide the students additional opportunity to explore and learn skills within a career cluster of their interest and alignment with their post-secondary goal is encouraged.

Q: *If CTE courses are not available, can a teacher incorporate concepts and experiences from a particular career cluster into a CWEC required elective?*

A: Yes. Particularly in Developing Career Options and Developing Leadership Skills courses.

Q: *Will achievement of the Alternative High School Diploma be denied if a student does not complete the courses leading to the CWEC?*

A: A student can still obtain an Alternative High School Diploma, even if they do not complete the course leading to the CWEC. The minimum requirements for all diploma components, including electives, must be met in order to obtain the diploma. The student would not be eligible for the CWEC certification. This would affect the achievement of career readiness within the Transition Readiness component of the state accountability system.

Q: *Which courses do middle school students need to take?*

A: The course of study document includes Middle School English (600120), Middle School Math (600130), History of Visual and Performing Arts (600160), Health and Physical Education (600170) and

Developing Career Choices (600183). Middle School Science (600139) and Middle School Social Studies (600149) are included in the updated 2018-2019 course of study document.

Q: *Which courses do high school students need to take?*

A: The ARCs should be determining each student's multi-year course of study on an annual basis. The ARCs should utilize the course of study document for this process. ARCs can also utilize general education courses, as appropriate, for individual students.

The four courses specific to the Career Work Experience Certification process are included in the course of study document and should be included in the multi-year course of study.

- 600184 Developing Career Options (Grades 9-10)
- 600185 Individualized Career Work Experience (Grades 11-14)
- 600189 Experience in Workplace Principles (Grades 10-11)
- 600190 Developing Leadership Skills (Grades 9-14)

Your district may not have these courses developed yet. It may be part of your action plan for preparing for the new career ready measures. You can begin including these in the multi-year course of study when you complete the development process.

Q: *Will the courses need to post to the students' transcripts?*

A: Yes.

Q: *Will the teachers enter assignments in grade book?*

A: Follow district policy for using grade books in Infinite Campus.

Q: *Does a student transcript have to show the classes required by the alternate course of study in order to earn the Alternative Diploma?*

A: Yes. These course codes need to be shown on the student's transcript as evidence that the student has completed the alternate course of study leading to an Alternative High School Diploma.

Q: *If the ARC of a student determines that student meets criteria for Alternative Diploma course of study, (unable to meet the requirements of a standard diploma) – example: a student with a MMD eligibility category – would they be able to take the courses in the Alternative High School Diploma Program of Studies? My understanding is that those courses need MSD certification but MMD falls under LBD certification. Could I just write a waiver for program teacher assignment?*

A: If you have a significant amount of data that supports the student needing to be placed on the course of study leading to the alternative diploma it is based on an ARC decision. However, the teacher will need to obtain a waiver to be able to teach the student.

Q: *Can state course codes transfer on Infinite Campus reports when a student moves to a different district?*

A: Yes.

Dual Credit

Q: *What state course codes do I use for dual credit courses?*

A: Please see the state course code listing for dual credit courses posted on the [Kentucky Uniform Academic State Course Codes webpage](#).

Q: *Which dual credit courses are classified as being in each general education core category?*

A: Post-secondary institution partners retain the authority and responsibility to classify the courses' learning outcomes. A list of qualifying courses should be found within the course catalog of each post-secondary institution partner. General education core categories include quantitative reasoning, natural sciences, written and oral communications, arts and humanities, and social and behavioral sciences.

Q: *What if the dual credit course that I want to offer is not classified as being in a general education core category and is not within a Career and Technical Education (CTE) pathway, what state course code should I use?*

A: If your desired course is not classified as being in a general education core category and is not within a CTE pathway, please use the state code that most closely represents the content, rigor, students, and teacher certification of a given course as described in the Academic state course code lists posted on the [Kentucky Uniform Academic State Course Codes webpage](#). Courses that are not within one of the five general education categories or within a CTE pathway will not be considered department approved under Kentucky's accountability model.

Q: *I want to offer PE through dual credit. Can I count bowling or badminton as the .5 PE credit requirement?*

A: In order for a district to determine if a dual credit course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of [703 KAR 4:060](#). Special Note: Dual credit courses outside of the five general education categories or not within a CTE pathway typically do not transfer easily from school to school and often result in the accumulation of university studies electives. These courses will not be considered department approved under Kentucky's accountability model.

Q: *What state course codes do I use for Career and Technical Education (CTE) dual credit courses?*

A: You should identify the matching course in the Career and Technical Education state course codes. When you assign the state course code, you should indicate that the course is dual credit by adjusting the difficulty level of the course to "dual credit".

Q: *When should I use the dual credit placeholder state course code 950001?*

A: Please see the [Guiding Principles for Using Course Code 950001 document](#) for more information.

Q: *Do I need to set the difficulty level to dual credit for state course codes that are only for use for dual credit?*

A: Yes, the difficulty level still needs to be set to ensure that students receive their weighted KEES funding GPA.

Q: *Can the school district “count” English 101 as the English IV credit?*

A: In order for a district to determine if a dual credit course can be substituted for a high school graduation requirement, identified by [704 KAR 3:305](#), a local board of education can examine the possibility of substituting an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of [703 KAR 4:060](#).

Q: *Do “First Year Experience” (FYE) courses count for high school graduation requirements?*

A: These courses typically do not meet any of the high school graduation requirements identified in [704 KAR 3:305](#) except possibly an elective credit. It is important to understand that FYE courses or Introduction to College courses do not transfer from college to college. Also, students cannot receive academic readiness points under the transition readiness indicator within Kentucky’s Accountability System for FYE courses.

Q: *It seems that the college class/syllabus doesn’t meet the high school standards required by law. Are there any workarounds for this situation?*

A: In most cases, it is best to seek an alternate course that does meet the requirements of the statute. However, a local board of education may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of [703 KAR 4:060](#).

Q: *A student took a college class at night (or in the summer). Can this class count as dual credit?*

A: The local school district has the authority of determining any coursework that can be used to satisfy a dual credit course. Summer courses will not count toward the dual credit scholarship program.

Q: *Is it permissible to take courses in the student's major/program?*

A: Yes, students may take courses within their anticipated major, however the school district would need to evaluate how the credit would be awarded and what high school graduation requirement would be met through the coursework.

Intervention

Q: *What does the regulation “still” say regarding ensuring students that have not met benchmark have access to intervention?*

A: KRS 158.6459 states “(1) A high school student whose highest score on the college admissions examination under KRS 158.6453(5)(b)5. in English, reading, or mathematics is below the system wide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course with supplementary academic support shall be provided the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation. (2) A high school, in collaboration with its school district, shall develop and implement accelerated learning that: (a) Allows a student's learning plan to be individualized to meet the student's academic needs based on an assessment of test results and consultation among parents, teachers, and the student; and (b) May include changes in a student's class schedule.”

Q: *How should the intervention course be used compared to how the intervention tab should be used?*

A: An intervention course code is used when a school RtI system includes an actual course scheduled into the school day as an option for intervention services, as opposed to a “push in” or “pull out” intervention time frame. The purpose of the code is to designate the class as such for scheduling and/or transcript purposes, as well as LEAD reporting.

The Intervention Tab in IC is a place where intervention plans can be tracked. There are some legislated or required user groups who must enter intervention plans in the Tab and many schools and districts who do so voluntarily. The Tab helps “flag” the student in IC as having an intervention, and provides basic details about the intervention being provided.

[KRS 158.305](#) and [703 KAR 3:095](#) define intervention documentation requirements for grades K-3. Mathematics Achievement Fund (MAF) requirements are defined in KRS [158.844](#) while Read to Achieve (RTA) requirements are defined in [158.792](#). Extended school services (ESS) requirements are outlined in [704 KAR 3:390](#).

Mathematics

Q: *Which state course code should be used for primary mathematics K-3?*

A: Primary Mathematics (K-3) state course code is 701040 and this code should be used for mathematics at grades kindergarten through third grade. Specific primary mathematics standards are listed with each grade level.

Q: *What are the codes for intermediate mathematics: grade 4 and grade 5?*

A: There are separate state course codes for grades 4 and 5. Grade 4 Mathematics is state course code is 702040 and Grade 5 Mathematics is state course code 702045.

Q: *Which state course code should be used if students are working on mathematics standards from more than one grade level, for example a classroom of 4th grade and 5th grade students?*

A: The state course code would align with the grade level standards that the students are receiving instruction in. In the case of a split level classroom, it may be necessary to utilize (based on the example in the question) both the 4th grade code and 5th grade code if students are being instructed on different standards. If all students are receiving instruction from one grade level, that code should be utilized.

Q: *Which state course code should be used if a student or small group of students are working on mathematics standards beyond their grade level, for example a classroom of 4th grade and 5th grade students?*

A: The state course code would align with the grade level standards that the students are receiving instruction in. In the case of a 4th grade classroom where some students are receiving instruction on the grade 5 standards, it would be appropriate to use the grade 5 code if these students will receive instruction that will cover all grade 5 standards.

Q: *What state course code should be used for elementary mathematics intervention or accelerated courses?*

A: 703066 Elementary Mathematics Intervention is the code that should be used for all elementary school intervention or enrichment courses. At the local school level, the name of the course can be changed to reflect the grade and content being taught, but the state course code will remain the same, e.g. 1st grade Mathematics Intervention - 703066, 3rd grade Mathematics Accelerated – 703066.

Q: *What state course code should be used for mathematics enrichment courses that may or may not be standards-based?*

A: Schools can choose to use the appropriate level intervention code to address enrichment, acceleration and intervention course code needs (703066 Elementary Mathematics Intervention, 270290 Mathematics Intervention (Middle School), or 270309 Mathematics Intervention (High School)). These courses can be locally named to indicate the courses purpose.

Q: *What state course code should be used for accelerated mathematics courses taken during middle school?*

A: If a school is offering an accelerated course, the course shall be coded and named with the course description and standards that reflect the content being taught. For example, if students are in Grade 6 but the course is covering the Grade 7 mathematics standards, the course should

be coded as Grade 7 Mathematics. If the course is for high school credit, then the high school state course code should be used to reflect the high school content being taught, e.g. Algebra 1-270304, Geometry-270401.

Q: *What state course code should be used for middle school grade level mathematics intervention or enrichment courses?*

A: Middle School Mathematics Intervention - 270290 is the code that should be used for all middle school intervention and enrichment courses. This state course code should only be used for supplemental mathematics courses and should be used in addition to a student's full year math state course code as long as this mathematics course is being used for supplemental mathematics content, in addition to the students grade level mathematics course; *otherwise, the appropriate grade level mathematics course code should be used.* These courses can be locally named to indicate the purpose of the course and reflect the grade and content being taught, e.g. "6th Grade Mathematics Intervention," or "8th Grade Mathematics Enrichment."

Q: *Can middle school students take high school mathematics courses for graduation credit?*

A: Yes, the course code for the high school course should be used. Any required End of Course assessments will be administered to students in the course.

Q: *What if students coming from the middle school are not prepared for Algebra 1 at the high school?*

A: If district and school policy allows for pre-algebra, these students may be placed in pre-algebra. This course should be focused on meeting the needs of these students to prepare them to be successful in Algebra 1 or Integrated 1.

Q: *Can a district offer an a integrated, applied, interdisciplinary, occupational, or technical mathematics course pathway instead of the traditional Algebra 1, Geometry and Algebra 2 pathway?*

A: Yes, according to the minimum graduation regulation 704 KAR 3:305 section 2 (3) (excerpt), "An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards, incorporated by reference in 704 KAR 3:303;" The codes that should be used are as follows: 270701, 270702 and 270703. The course code for the third mathematics course in this sequence should complete the high school mathematics standards for students in this non-traditional sequence and therefore, 270703 is linked to the Algebra 2 EOC.

Q: *If Algebra 1a or 0.5 was used last year and this year, what state course code should be used instead now that there is no Algebra 1b in the valid state course code list?*

A: The Algebra 1 code 270304 should be used. Locally, a school can name the course, so there may need to be a "special" section of Algebra 1 to meet the needs of the population that took Algebra 1a last year. After 2018-2019, Algebra 1 should always be the complete course of Algebra 1.

Q: *Where can I find the code for Algebra 1.5?*

A: Algebra 1.5 no longer exists in the Kentucky valid state course code list. The high school mathematics intervention code (270309) can be used for courses that are designed to bridge content and support students' learning to provide greater opportunities for them to be successful in the next mathematics course.

Q: *Can the Integrated state course codes be used instead of the traditional state course codes (Algebra I, Geometry Algebra 2)?*

A: Yes, and students enrolled in this sequence courses should have access and opportunity to learn and demonstrate proficiency on all of the required high school standards. The high school mathematics standards have been attached to each course in this sequence. Students enrolled in Integrated III will be required to take the high school mathematics end of course assessment.

Q: *What state course codes are available as the 4th mathematics course elective?*

A: Regulatory language from 704 KAR 3:305 states in section 3b, "A mathematics course or its equivalent as determined by the district shall be taken each year of high school to ensure readiness for postsecondary education or the workforce." Please see the [Guidance for 4th Math Electives document](#) for more information.

Q: *Are there multiple codes for high school mathematics intervention?*

A: No, there is one course code for all high school mathematics intervention, 270309. The course can be named locally, such as Algebra 1 Intervention, or College Readiness Intervention.

Q: *Can students still take Algebra 1 (270304) and Geometry (270401) at the same time?*

A: Yes, however, teachers need to be aware of this, in order to provide appropriate and ongoing supports for students who may need assistance with algebraic concepts required to be successful in some areas of geometry.

Q: *What if the courses that are offered are dual credit mathematics courses?*

A: Please see [questions in this FAQ related to dual credit courses](#).

Q: *Can credits Algebra I, Geometry or Algebra 2 be more than 1 credit each?*

A: The determination of credits awarded is a district level decision made by the local board of education. Districts must meet the requirements in 704 KAR 3:305 for minimum graduation requirements regardless of a district's decision to award number of credits. Regulatory language in 704 KAR 3:305 states in section (3), "Mathematics - three (3) credits to include the content contained in the Kentucky core academic standards for mathematics and include the following minimum requirements: (a) Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards, incorporated by reference in 704 KAR 3:303;" If students need additional supports for these courses then the high school mathematics intervention code should be used.

Q: *What state course codes should be used for Algebra I if a school is on trimesters?*

A: The state course code for Algebra I is 270304. The course code should be used for all semesters/trimesters awarding Algebra I credit.

Q: *Is there any kind of document that shows how the math standards align to the three required math credits?*

A: The [Matrix Standards by Course](#) document shows how the math standards align to the three required math credits.

Science

Q: *Are courses for the Integrated and Conceptual series interchangeable?*

A: In both sequences, students experience science through the integration of the science domains. Each course in the sequence builds upon the conceptual understanding of key ideas in science. Due to the way the conceptual understanding is built in each course sequence, it would be inappropriate for schools to substitute courses from either of these sequences (i.e., substitute Integrated Science II for Conceptual Science II if the student has completed Conceptual Science I).

Q: *Which science courses meet minimum graduation requirements?*

A: 704 KAR 3:305 states that students have 3 credits that incorporate lab-based scientific investigation experiences and include the content contained in the Kentucky Academic Standards for science. A number of possible sequences are available. When determining what courses a school/district requires for graduation, it is important to ensure that all students have access to and are taught all Kentucky Academic Standards for science.

Q: *Is there a sequence that schools could offer that would provide access to all of the Kentucky Academic Standards for Science?*

A: Yes, there are a number of offerings that schools could give that provide access to all the Kentucky Academic Standards for Science:

1. Biology, Chemistry, Physics, and Earth/Space (note: this is a four course offering)
2. Biology, Introduction to Chemistry and Physics, and Earth/Space
3. Biology with Earth/Space, Chemistry with Earth/Space, and Physics with Earth/Space
4. Integrated Science I, Integrated Science II, and Integrated Science III
5. Conceptual Science I, Conceptual Science II, and Conceptual Science III

While the first three offerings may be in any sequence, Integrated Science and Conceptual Science should be provided in the order given to ensure students have the proper background knowledge to be successful at the next level of the sequence. In addition, it is not recommended that schools offer an Integrated Science or Conceptual Science course with traditional science courses.

Social Studies

Q: *How should districts configure the credit bearing social studies course offerings?*

A: Districts and schools can arrange the essential high school social studies content within the three credit requirement to best meet the needs of their students. A local board of education may substitute an integrated, applied, interdisciplinary, or higher level course for a required course if the alternative course provides rigorous content and addresses the same academic expectations.

Q: *What must be included in the three credits required for social studies?*

A: The reference to the three credit requirement refers to this statement: three credits for social studies are required for high school graduation. These credits must incorporate the five social studies disciplines of U.S. history, economics, government, world geography, and world civilization. Districts and schools can arrange the essential content within the three-credit requirement to best meet their need. Course codes aligned to standards have been provided to meet a traditional approach as well as an integrated approach. Both the traditional approach and the integrated approach allow for students to cover all adopted KAS during the course sequence.

Questions from Mid-Year KSIS Training

Q: *Will we have to create all new courses, or can we simply go in to current courses and change them to the appropriate new course code?*

A: It is a local decision on whether to change or start new. It is necessary to roll courses forward before changing for the new year.

Q: *Can you explain the collaboration that took place between KDE and EPSB to assist with LEAD reporting?*

A: EPSB is a partner in the course code work. They review and verify all changes, provide the documentation that lists the certifications associated with each course, and generate the LEAD report.

Q: *Is it possible for Infinite Campus to put state course codes on Transcripts and leave local codes off transcripts?*

A: If the course has a state code when post to transcript is run, then the transcript entry has a state code. Report preferences for IC's eTranscript Batch includes an option to display the state code instead of course number on electronic transcripts.

Opportunity & Access

Q: *How does putting instructional time into IC for elementary and middle schools show accountability & access?*

A: Tracking instructional time helps ensure students have access to courses identified as visual and performing arts, health and physical education, science, social studies, and career exploration.

Q: *Will Health and PE be tracked separately or together? Would a teacher need to be certified in both?*

A: The high school graduation requirement for Health and PE has not changed. For accountability purposes, Health and PE will be tracked together and certification should align to course code being used.

Opportunity & Access: Instructional Time for Elementary and Middle School

Q: *We currently schedule the way required for Opportunity and Access for grades 3 and 4, should this be done for grades K-2 also?*

A: Yes, Opportunity and Access for elementary is for grades K-5.

Q: *Is the instructional time per day or per week? What if a class only meets one day per week? How do we indicate one day versus five days per week?*

A: Instructional time will be reported by hours per year.

Q: *For the new Instructional time....is this minutes or percentage?*

A: Hours per year.

Q: *If our middle school is set up with instructional periods, why will they need to enter the instructional time in the new box? If we are entering the hours on the new field for the middle school what do we enter when we have different sections that are possibly a few minutes longer in different periods? This could result in different time for each section. Would we go with an average or again, why put the time in the box if we have periods time set up without rotation? Why not only require rotation classes to enter time in the box?*

A: The Instruction Time field will exist on the course and section to allow for significant differences in the number of hours of instruction that occur throughout the school year. The field will only be required for courses that are used for Accountability. KDE recommends using it for all courses to provide a picture of a student's entire academic experience.

Opportunity & Access: High School

Q: *Will the track only pull from schedule at the HS or will it recognize courses directly credited to the transcript as in Performance Based coursework?*

A: The goal is to use transcript based entries at the high school so performance based classes are included.

Q: *Is it required for all students to have a foreign language or a cultural studies class?*

A: No. Neither the course code project nor Opportunity and Access affect high school graduation requirements.

Dual Credit

Q: *Will we need to adjust current course codes on dual-credit courses in order to receive credit?*

A: For 2017-18, dual credit courses are identified by the course difficulty level or roster level indicator for blended courses. Additional guidance will be provided for 2018-19.

Q: *Will the naming practices be aligned with the naming for the Dual Credit Scholarship (DCS)?*

A: Yes, we have worked with KHEAA to align naming practices. NCAA is requiring that the abbreviated name of the college be added to the course name.

Q: *When the placeholder course codes for dual credit are changed by October 1, how will that affect grades that have been entered into the grade book in IC?*

A: No grades should be entered into the placeholder code. The placeholder should only be used for the period when the specific college course has not been verified.

Q: *Our teachers are certified to teach the Dual Credit Course and do take attendance, is this correct?*

A: Taking attendance for dual credit classes taught on site by a dual certified high school and college instructor would be expected. Offsite dual credit courses are normally performance based and do not take attendance.

Visual and Performing Arts

Q: *Why are all Visual and Performing Arts (VPA) course codes appropriate across grades 6-12?*

A: Most VPA teachers are certified K-12. Though course descriptions may be identical, teachers should use the VPA standards appropriate for their grades.

Q: *Why are there no “Other,” “Independent Study,” or “Individual Technique,” course codes in Visual and Performing Arts?*

A: There are many course codes in all of the Visual and Performing Arts disciplines. Choose the course code that most closely describes the class your school is offering. (Example: Five students wish to explore encaustic painting exclusively. The school would utilize course code 500712- Drawing/Painting.)

If a school wishes to offer a truly unique class that does not fall within an existing course code, districts may request to have their course added to the Kentucky Academic State Course Code list using the procedure outlined in the [New Course Requests Procedures document](#).

Q: *Should a school have a sequence of Visual and Performing Arts discipline courses for students to progress through a particular skill set?*

A: A school may design a Visual and Performing Arts sequence that meets its needs. Schools are encouraged to develop a sequence of courses that develops students' knowledge, skills, techniques, etc. to succeed beyond the secondary level.

Q: *The Kentucky Academic Standards for the Arts for high school have three ability levels: Proficient, Accomplished and Advanced. Do courses have to be developed for each of these levels?*

A: Ultimately that is a local decision. However, it is not uncommon to have students working at different ability levels in a Visual and Performing Arts course just as in any other academic content area.

Q: *My school has a Mens' and a Womens' Honors Chorus. If we use the 500926- Vocal Ensemble course code, do we have to call our course Vocal Ensemble? My school offers a Modern American Ballet course. If we utilize 500319- Genre Specific Dance, do we have to call our course Genre Specific Dance?*

A: No. A school may create a local name for a course to meet the specific configuration. Ensure that the content and curriculum of the course meets the intent of the course description and utilizes the appropriate VPA standards associated with the course.

Q: *Do we have to cover all Visual and Performing Arts Disciplines in 500111- History and Appreciation of Visual and Performing Arts?*

A: The VPA Standards are based on the four artistic disciplines of Creating, Performing/Presenting/Producing, Responding and Connecting. There is no specific content which must be covered; content is determined by the school. A school may, if it chooses, concentrate on one VPA discipline, genre, style, region, etc. A school may also wish to consider utilizing one of the discipline-specific history and appreciation courses:

- 500314- Dance History and Appreciation
- 500517- History and Literature of Theatre
- 500726- Art Appreciation
- 500912- Music History and Appreciation

It is incumbent upon schools to ensure that appropriately certified teachers instruct the courses. (Example: A Spanish-language certified teacher could teach a Spanish Culture course utilizing 500511, but could not teach a Spanish Culture Dance course utilizing 500314 unless the teacher also holds a dance or physical education certification appropriate to the grade level.)

Q: *Can an Advanced Placement (AP) Studio Art Course, Art History or Music Theory course be taught at other levels besides grades 11 and 12?*

A: The ultimate goal of an Advanced Placement course is to prepare the student for successful completion of the portfolio or exam to earn college credit. If a younger or lower grade level student is fully prepared to successfully complete the rigorous coursework and associated summative assessment, then the school could place the student(s) in an advanced placement course. If a school is looking for an honors-level course then the school might consider:

- 500714- Art Portfolio
- 500726- Art Appreciation
- 500928- Music Theory

Schools may also use any of the VPA course codes to develop an honors course.

Q: *The Visual and Performing Arts codes are the same for both elementary primary and intermediate grades. Is there really any difference?*

A: The Kentucky Academic Standards for the Arts are written at the specific grade level and found within a grade band, K-3 and 4-5. Schools should ensure that the proper standards are utilized at the specific grade level.

World Language

Q: *I teach an immersion course but all of the immersion state course codes have been deprecated, what course code should I use?*

A: You will select the state course code identified for the content taught in the course. When entering the course information, designate the instructional method as “immersion.”